

“Construction Worker” Sung to the tune of “Twinkle, Twinkle, Little Star”	
Standards: R.2.K.c R.3.K.a R.3.K.b R.3.K.c R.3.K.d L.2.K.a	See the worker make a plan, Map it out as best she can. Use a backhoe, dig the dirt, Think and work and don't get hurt. When it's cold and when it's hot, Construction workers work a lot.
Session 1	Opening: <i>Today we will learn a new song to the tune of a song you may know: “Twinkle, Twinkle, Little Star.”</i> Invite children to hum the familiar tune. <i>The title of this song is “Construction Worker.”</i> Fluency: Model singing the song in its entirety, while tracking the print with a pointer. Then invite children to echo sing every two lines of the song. Meaning Making: <i>What does this song teach you about construction workers? What are some of the things construction workers do?</i>

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R.3.K.a
R.3.K.b
R.3.K.c
R.3.K.d
L.2.K.a

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Map it out as best she can.
Use a backhoe, dig the dirt,
Think and work and don't get hurt.
When it's cold and when it's hot,
Construction workers work a lot.

Session 2**Fluency:**

Invite children to echo two lines at a time, and then sing the song together in its entirety.

Language Conventions:

Circle or highlight the commas and periods.

At a comma, our voices pause. At a period, our voice stops, and we can take a breath. Commas and periods are kinds of punctuation. Authors use punctuation to help us read with expression.

Invite children to sing the song again, emphasizing punctuation.

Letter-Sound Awareness and Phonics:

When two letters go together and make one sound, it's called a digraph. When the letters “t” and “h” come together they make the sound /th/. What word in our song has the /th/ sound?

Phonological Awareness:

We can hear and say the first and last part of a one syllable word. “Hurt is a word with one syllable. Listen to how I say the first and last part of the word.

Say “h---urt” with a long pause in between the onset and rime.

Invite children to segment the words “think,” “when,” “make.”

When we segment words it helps us notice the ending sounds that rhyme! What are some words that rhyme in this song?

After children point out some of the rhyming words, choose plan/can to highlight.

We can change the first sound in words to make other words that rhyme. If we change the /p/ in “plan” to /c/, what word is that? (clan) “Clan” rhymes with “plan.”

If we change the /c/ in “can” to /m/, what word is that? (man) “Man” rhymes with “can.”

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Session 3**Phonological Awareness:**

Cover the song so that children do not see the print.

You are experts at hearing the sounds in words and blending the sounds together to say a word. I am going to say the sounds of a word and you will blend them together to make the word.

Say “/m/-/a/-/p/” with a long pause in between each sound.

What word is that? (map)

Repeat the same exercise with the words “dig”, “best,” “cold.”

Fluency:

Show the song and invite children to sing fluently while tracking the print.

Phonics:

The letter a makes a new sound in the words “can” and “plan.”

You do not read “can” as /c/-/ă/-/n/.

The short a vowel sound is glued to the n to make a sound that comes through our nose, called a nasal sound. With glued sounds, you can hear the sounds but they are very close together and hard to separate. Listen as I stretch out the sounds in “plan.”

Say “/p/-/l/-/an/” while tapping out on your arm.

Write “can” and “plan” on the whiteboard.

What other words do you know that have the glued “an” sound?

As children say words, write (or build) the words that follow the spelling pattern.

Word Recognition:

“She” is a new high frequency word in this song. The letters “s” and “h” come together to make one sound, /sh/. The letter “e” says its name, it makes the long e sound. If you know “she,” it helps you read this high frequency word [point to “he.”] What word is it?

What sound is at the end of both “she” and “he?”

There is another high frequency word in this song. Who can find “as?” Sometimes “s” makes the sound /z/ when it is at the end of the word, like in “as.”

Extensions

Vowel sound practice: Say different words from the song or relating to construction that have long and short vowel sounds. Invite children to stand up when they hear a long vowel sound and sit down when they hear a short vowel sound.

Sentence reading practice: Write decodable sentences on the board with words with the glued sound /an/ and CVC words. Invite children to read them for fluency practice. Also invite them to identify the high frequency words and write them on their own whiteboards.

- He is a big man.
- She can dig a lot.
- The van is tan.